

C
Ew5H
1900-01

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS.

Ewing College

1900 = 1901

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF

EWING COLLEGE

WITH THE DEPARTMENTS OF WORK
AND COURSES OF STUDY

FOR THE

Academic Year 1900-01.

ESSICK, THE JOB PRINTER,
DU QUOIN, ILL.

COLLEGE CALENDAR.

FOR 1900-01.

1900.

Fall Term opens Tuesday morning, September 4.

Fall Term closes Saturday, December 1.

Winter Term opens Tuesday, December 4.

Holidays begin Friday, December 21.

1901.

Winter Term re-opens Tuesday, January 1.

Winter Term closes Saturday, March 9.

Spring Term opens Tuesday, March 12.

Baccalaureate Sermon, Sunday, June 2.

Examinations and Graduating Exercises of the Preparatory Department, Monday, June 3.

Examinations, Field Day and Logossian Reunion, Tuesday, June 4.

Art Exhibit, Annual Board Meeting, Educational Mass Meeting and Pythagorean Reunion, Wednesday, June 5.

Meeting of the Southern Illinois Baptist Educational Society, Student Reunion, Graduating Exercises, and Prize Contests, Thursday, June 6.

BOARD OF TRUSTEES.

OFFICERS.

J. A. LEAVITT, President.

J. D. CARR, Secretary.

THOMAS NEAL, Treasurer.

EXECUTIVE COMMITTEE.

THOMAS NEAL, Ewing, Ill.

J. D. CARR, Ewing, Ill.

WM. A. KING, Ewing, Ill.

MEMBERS FOR ONE YEAR FROM JUNE, 1899.

D. R. PRYOR, Poco, Ill.

W. A. KING, Ewing, Ill.

REASON WILEY, Greenville, Ill.

WM. H. HUDLESON, Louisville, Ill.

J. C. CARNER, McLeansboro, Ill.

J. D. NOEL, Rose Bud, Ill.

MEMBERS FOR TWO YEARS FROM JUNE, 1899.

J. K. TROVILLION, Brownsville, Ill.

W. P. THROGMORTON, Du Quoin, Ill.

J. T. WHITLOCK, M. D., Dix, Ill.

CLARENCE W. HARRISS, Mt. Vernon, Ill.

J. D. CARR, Ewing, Ill.

MEMBERS FOR THREE YEARS FROM JUNE, 1899.

THOMAS NEAL, Ewing, Ill.

L. D. OSBORN, Centralia, Ill.

T. LEE AGNEW, M. D., Anna, Ill.

J. T. CHENAULT, Benton, Ill.

J. H. NYBERG, Harrisburg, Ill.

G. W. DANBURY, Du Quoin, Ill.

FACULTY.

1900-01.

J. A. LEAVITT, D. D., President,
Professor of Biblical Theology and Philosophy.

JOHN WASHBURN, D. D.,
Professor of Greek and Latin.

EDWIN FAXON OZBORN, A. M.,
Professor of History, Literature and Political Science.

JEWELL D. MARTIN, A. M.,
Professor of Mathematics.

E. B. HUTCHINS, JR., B. S.,
Professor of Natural Sciences.

MRS. WILHELMINA WEBB,
Professor of German.

MRS. LILLIE LEMEN LEAVITT,
Language, Literature and Oratory.

C. C. PAYNE,
Professor of Law.

F. W. CARSTENS,
Phonography and Type Writing.

J. E. WALLACE,
Professor of Book-keeping.

MISS ALICE LICHTY,
MISS DELL COVER,
MISS NANCY LINK,
Piano and Voice Culture.

MISS M. ELIZABETH WATKINS,
Harmony, Musical History, Violin, Guitar and Mandolin.

JEAN HALL MERRITT,
Art.

MRS. BRUNCE M. GODWIN,
Lady Principal.

MRS. A. H. CLARK,
Matron.

SILAS ECHOLS,
Librarian.

ORIGIN.

This institution was founded December 25, 1867, as the Ewing High School. Prof. John Washburn, D. D., was its first Principal. On the 29th of May, 1874, it was voted to add a Collegiate Department, since which time the School has been known as Ewing College.

Dr. Washburn resigned in 1875, and was succeeded by Rev. J. W. Patton. In 1876 Dr. Washburn again accepted the presidency, but continued only one year when he resigned and was succeeded by Rev. Wm. Shelton, D. D. Dr. Washburn accepted the presidency for the third time in 1880 and continued until 1890, when he was succeeded by the present incumbent, Rev. J. A. Leavitt, D. D.

The school was originally undenominational, but was placed under the auspices of the Baptists in 1877.

DESIGN.

It is the aim of Ewing College to afford an opportunity for an education more distinctively Christian than is obtainable elsewhere. Higher education is indebted for its very existence to religion. It is only in recent years that they have been divorced. The separation is unwise, for without religion higher education has no adequate motive, is incomplete, subversive of good government and short lived. For this purpose the location is favorable, Ewing being comparatively free from those vices incident to most places. Prominence is given to Bible study and a personal interest taken in the character of the students.

COURSES OF STUDY.

The aim of this institution is to furnish a thorough Christian education. For the accomplishment of this end two courses of study have been provided. It is thought that these courses will thoroughly equip one for the duties of a business or professional life.

I. THE CLASSICAL COURSE.

This course extends through four years. It aims to furnish a liberal education in the arts and sciences, and lays especial emphasis upon the classical languages and mathematics. It embraces the branches of study usually found in the classical course, with such modifications as it is thought will meet the conditions and demands of this section of the country. In a large part of the course the substitution of subjects, which will especially fit one for his chosen line of work, will be allowed. The degree of Bachelor of Arts will be conferred upon each student who completes this course in a satisfactory manner.

II. SCIENTIFIC COURSE.

This course also covers a period of four years. Only one year of Latin is required in this course. The place of Latin and Greek is filled largely by the natural sciences and German. It will be the aim of this department to prepare a student for any extended research along scientific lines. Students who successfully complete this course will receive the degree of Bachelor of Science.

III. ELECTIVE COURSES.

Students who do not wish to complete one of the regular courses leading to a degree may pursue such studies in the college department as their preparation will warrant. No student will be permitted to carry work that will in any way impede classes in the regular courses.

COLLEGIATE DEPARTMENT.

FRESHMAN YEAR.

TERM.	CLASSICAL.	SCIENTIFIC.
FALL.	Latin, I. Greek, I. Algebra. Chemistry, I.	Latin. Physics, I. Algebra. Chemistry, I.
WINTER.	Greek, II., 2 hours. Botany, I. Latin, II. Algebra. Chemistry, II.	Chemistry, II. Physics, II. Latin. Algebra.
SPRING.	Botany, II. Greek, III. Rhetoric. Latin, III.	Chemistry, III. English Literature, I. Rhetoric. Latin.

SOPHOMORE YEAR.

TERM.	CLASSICAL.	SCIENTIFIC.
FALL.	<p>Latin, IV. Greek, IV. English History. Trigonometry.</p>	<p>German. Biology. English History. Trigonometry.</p>
WINTER.	<p>Latin, V. Greek, V. Trigonometry and Surveying. English History.</p>	<p>Biology. German. Trigonometry and Surveying. English History.</p>
SPRING.	<p>Latin, VI. Greek, VI. Analytics. English Literature, II.</p>	<p>Chemistry, IV., Elective. German. Analytics. English Literature, II. English Literature. III., Elective.</p>

JUNIOR YEAR.

TERM.	CLASSICAL.	SCIENTIFIC.
FALL.	<p>Analytics, Elective. Psychology. Biology. Geology. Spanish, Elective. German, Elective.</p>	<p>Analytics. Psychology. German. Geology.</p>
WINTER.	<p>Calculus, Elective. Geology. Psychology and Logic. Biology. Spanish, Elective. German, Elective.</p>	<p>Calculus. Geology. Psychology and Logic. German.</p>
SPRING.	<p>Political Economy. Science of Rhetoric. Calculus, Elective. English Literature, IV. German, Elective. Spanish, Elective.</p>	<p>Political Economy. Science of Rhetoric. Calculus. English Literature, IV.</p>

SENIOR YEAR.

TERM.	CLASSICAL.	SCIENTIFIC.
FALL.	Evidences. Bible. Const. History of U. S. Physics.	Evidences. Bible. Const. History of U. S. Physics, III.
WINTER.	Astronomy. Const. Law. Law. Bible. Physics.	Astronomy. Const. Law. Bible. Physics, IV.
SPRING.	Astronomy. Moral Science. Bible. International Law.	Astronomy. Moral Science. Bible. International Law.

DEPARTMENTS OF INSTRUCTION.

BIBLICAL THEOLOGY AND PHILOSOPHY.

PRESIDENT LEAVITT.

This department includes the Bible, Christian Evidences, Psychology, Logic, Ethics and the Science of Rhetoric.

I. THE BIBLE.—The Bible is unrivalled as literature. Moses is unequalled as an orator, David and Job as poets, the Gospel writers as delineators of character, and Paul as a writer of letters. The Bible is also the most useful of books and should be studied by all. To the minister a knowledge of its contents is an absolute necessity. He who acquaints himself with it will find the preparation of sermons comparatively easy—that he has time for collateral work, and that his usefulness will be largely increased.

II. CHRISTIAN EVIDENCES.—No text book is used. It is thought that by the time a student becomes a Senior, he is capable of independent work and ought to have it. The results of his labors are seen in the recitation room and are usually satisfactory.

III. PSYCHOLOGY.—Use is made of David J. Hill's Elements of Psychology. Nineteen to twenty weeks are devoted to the study. An effort is made to acquaint the student with himself and with others by means of himself. It is not forgotten at any time that in this branch much remains to be discovered. A constant effort is made to apply accepted principles to the work of education; and an attempt is made to place due emphasis on the sensibilities and the will.

IV. LOGIC.—This is taught both as a science and an art. While more time than we are able to give might profitably be devoted to this study, we trust that our students are put on their guard against fallacies of their own and qualified to detect the fallacies of others.

V. ETHICS.—We use Robinson's Principles and Practices of Morality. This work divides Theoretic Ethics into four main divisions:

1. The moral faculty or conscience.
2. Moral law.
3. The will.
4. Virtue and theories of virtue.

Especial emphasis is laid on the conscience. The treatment of facts is scientific, that of principles philosophical.

VI. THE SCIENCE OF RHETORIC.—The Laws of Mind, the Laws of Ideas and the Laws of Form, all receive due consideration. The student is taught not only what is the best in style, but why it is best. Theory is supplemented by all possible practice.

COLLEGE COURSE.

LATIN.

PROFESSOR WASHBURN.

The object sought in this department are as follows: The ability to read Latin with ease and accuracy; an appreciation of Roman Literature and its legacy to the English; a knowledge of Roman life, ideas, and literary history. Students are encouraged to gain the ability to read Latin at sight.

FRESHMAN.

- I. Cicero. De Senectute or De Amicitia.
Review of Latin Syntax.
- II. Livy. Lincoln.
Review of Syntax continued.
- III. Tacitus. Germania and Agricole. Tyler.

SOPHOMORE.

- IV. Ovid Selections. Lincoln.
Latin Prosody.
- V. Horace. Odes and Ephodes. Lincoln.
Prosody continued.
- VI. Horace. Satires and Epistles.

GREEK.

PROFESSOR WASHBURN.

FRESHMAN.

- I. Homer's Illiad.
Books I and II. Greek Prosody.
- II. Illiad, Book III.
Two recitations per week.
- III. Zenophon's Memorabilia of Socrates. Anthon.

SOPHOMORE.

- IV. Plato. Apology and Crito. Tyler.
- V. Sophocles. Oedipus Tyrannus. Crosby.
- VI. Demosthenes. Philippics. Smead.

ASTRONOMY.

PROFESSOR MARTIN.

This course presupposes a thorough knowledge of the principles of Mathematics, including the Calculus, and is required in both courses. Young's General Astronomy will be used as a text with numerous elementary texts, star-charts, etc., for reference, together with the construction and use of such instruments as time and opportunity will permit. The fundamental calculations will be made, and an effort will be made to have the knowledge gained to be in the strictest sense usable.

MATHEMATICS.

PROFESSOR MARTIN.

The study of Mathematics is required of all students through the first two years of their course, and of those who pursue the scientific course it is required through the third year.

I. ALGEBRA.—Well's New Higher Algebra will be used as a text beginning with the subject of Quadratics. The work will continue through the fall and winter terms, and the topics discussed in the text, with but few exceptions, will be taken. The aim of this work is to give a very thorough drill on those portions of the text which will be needed most in the further study of Mathematics.

II. PLANE AND SPHERICAL TRIGONOMETRY.—The theory of the Trigonometric functions and their application to the solution of triangles. Spherical Trigonometry and the solution of practical problems in surveying and navigation. Numerous examples relating to the sciences of Astronomy and Geodesy will be given. Well's Revised Plane and Spherical Trigonometry will be used, and the pupils will be required to solve all the numerous exercises which it contains as well as very many other exercises illustrative of the principles of the text. The work will be for Sophomores in both courses and will continue throughout the fall and winter terms.

III. ANALYTICAL GEOMETRY.—This work will begin with the spring term of the Sophomore year in both courses, and will continue through the fall term of the Junior year. Wentworth's text will be used, and the work contained in it, including the supplementary work and all the exercises, will be done. Some additional work in solid Analytics will be given, also some outside work on loci of the second order.

IV. CALCULUS.—Differentiation and practical applications, direct integration and its application to the determination of areas and volumes, and the rectification of curves; successive differentiation; evaluation of indeterminate forms; development of functions in series; maxima and minima; together with the remaining subjects with but few exceptions, treated in Taylor's Calculus. The work will continue through the winter and spring terms of the Junior year. It is required of those in the scientific course, and elective for those in the classical course.

NATURAL SCIENCES.

PROFESSOR HUTCHINS.

PHYSICS

I. MOLAR DYNAMICS AND MOLECULAR DYNAMICS.—The work in the college proper begins in the first term of the Freshman year. Students entering this work must have a knowledge of Elementary Physics, with Thwing's text or its equivalent as a basis. Kinematics, Mechanics, Hydrostatics, Sound and Heat will be thoroughly studied. A large number of original exercises will be given at the close of each subject. It will be the aim of the instructor in this department to impress upon the student the necessity of original thought.

II. ETHER DYNAMICS.—Course I or its equivalent as a requisite. The subjects of Light and Heat will be thoroughly studied. The modern applications of electricity will be dwelt upon. It will be the aim of this course to prepare those pursuing it for practical work. Text used is I and II, Gage's Principles.

III. Courses III and IV will be a continuation of courses I and II. The applications of higher Mathematics to Physics will be studied. This work is technical. In course III Mechanics, Hydraulics, Pneumatics and Acoustics will be studied.

IV. OPTICS, HEAT, ELECTRICITY AND MAGNETISM.—These subjects will be studied in detail together with the applications of higher Mathematics to the same. In courses III and IV the text used is Olmsted's College Philosophy.

CHEMISTRY.

I. GENERAL CHEMISTRY.—The work in General Chemistry will consist of recitations, laboratory work and lectures. Each of the elements will be studied, together with the ordinary compounds. Especial stress will be laid upon the metals. After the metals have been thoroughly studied the acid-forming elements will be considered. Text—Williams.

II. **QUALITATIVE ANALYSIS.**—A classification of the acid and base-forming elements will be taken up, together with an exhaustive study of the properties of each element. The separation of the elements in simple inorganic compounds, followed by the analysis of unknown compounds, will form the principle part of the work. A large part of the work will be done in the Laboratory. Recitations and lectures will be held whenever the subject under consideration requires it. In this work especial stress will be laid on neatness and accuracy.

III. **QUANTITATIVE ANALYSIS.**—Gravimetric and Volumetric analysis of simple inorganic compounds will be made. A few lectures will be given on the applications of Quantitative Analysis, otherwise the work is wholly laboratory.

IV. **ADVANCED QUANTITATIVE ANALYSIS.**—The analysis of more complicated compounds will be taken up and will be followed by some practical applications of Quantitative Analysis, in which the student may be specially interested. A course in analysis of water, for domestic purposes, will be given.

BIOLOGY.

The general subject of life will be considered in this department. Typical animals and plants will be studied in detail. The laws of Biogenesis and development are fully discussed. The analogy running through the animal and vegetable kingdoms will be kept constantly before the student. The work will consist of recitations, lectures, and dissection. Each student will be required to make a thorough dissection of typical representatives of the various classes.

BOTANY.

I. This study will begin with a general outline of the plant kingdom, with special emphasis on Classification. This will be followed by a study of Physiological and Histological Botany. The work in Physiological Botany will be supplemented by laboratory work.

II. Course II is a continuation of Course I. The study of Physiological Botany will be continued and the student will be required to trace the development and growth of the plant from the seed in the laboratory. A study of Cryptogams will then be

taken up. Each student will be required to analyze fifty specimens and to prepare a Herbarium of fifty specimens.

GEOLOGY.

The study of the history of the earth will first be taken up. This will be followed by an exhaustive study of structural Geology. The student will be required to classify a number of minerals and fossil specimens. In the work in Geology especial stress will be laid upon observation. If practicable the class will make excursion to local points of geological interest. Text—LeConte's Elements of Geology.

CONSTITUTIONAL AND POLITICAL.

HISTORY OF THE UNITED STATES.

PROFESSOR DU BACH.

In these courses the student makes a thorough study of both the Colonial and Constitutional periods. The social and political tendencies of each period and their effects upon the different departments of government are brought to the notice of the student.

Spark's "Topical Reference Lists in American History" is used for convenience in consulting the various authorities in the College library. The work will be a valuable training in proper methods of historical study and investigation.

ENGLISH HISTORY.

Two terms are given to the progress of the English nation from the earliest beginning to the present time. Early Britain, Invasions, Amalgamation of Races, Great Leaders, and Decisive Events. Attention is given throughout to Constitutional Development, Primitive Institutions, Feudalism, Magna Charta, Growth of Parliamentary Power, and Decline of Despotism.

GENERAL HISTORY.

Two terms are given to securing a comprehensive knowledge of the general trend of the world's history. The ancient civilizations, causes of their decline, influence of religions, and the succession of nations. The intention is to develop a taste for historical reading, while making the student acquainted with the principal historical epochs.

ENGLISH LITERATURE.

In the Academic course literature is studied with reference to its origin and progressive development. The Collegiate work embraces the reading and literary criticism of the early and modern English authors. The aim of this department is to cultivate the literary taste of the student and to lead him to a knowledge of the English classics and to an appreciation of their beauties.

I. THE ANGLO-SAXON PERIOD.—Study of Chaucer, History of English Literature from Chaucer to the period of Queen Anne, the study of Shakespeare and other prominent writers. Collateral reading of those authors who helped to direct the trend of thought and characterize the period.

II. HISTORY OF ENGLISH LITERATURE FROM THE PERIOD OF QUEEN ANNE TO THE PRESENT.—Study and analysis of the masterpieces of each distinctive literary period during this time. Collateral reading to be carried on as in Course I.

III. THE ENGLISH DRAMA.—Origin and development of the English Drama (Ward, Schlegel); Mysteries and Miracle Plays (Hudson, White, Morley); Shakespeare and Elizabethan Dramatists (White, Whipple, Hazlitt, Dowden, Minto). Critical study of Thayer's Best Elizabethan Plays and of Shakespeare.

IV. AMERICAN LITERATURE.—Lectures on the History of American Literature. Study of Bryant, Whittier, Longfellow, Holmes, Emerson, Lowell, Irving, Hawthorne, and Cooper. Each student makes a special study of the author, and embodies the result of the investigations in an essay, which is read before the class. Attention is also given to the leading newspaper and magazine writers.

ELEMENTS OF RHETORIC.

The term is occupied in the study of Invention, Style, Punctuation and Capitals, Taste, and Letter Writing, accompanied with writing essays, careful attention being given to the Accumulation of Material, Analysis of the Subject, and Preparation of the Outline. Essays are required to be written neatly and in good form, and are read before the class and criticised according to the principles learned.

INTERNATIONAL LAW AND DIPLOMACY.

These subjects are studied both historically and critically. The course includes the history of the international relations of modern European states; the growth of the Science of International Law since the time of Grotius, together with a discussion of the principal rights and duties which are at present recognized as binding between states in time of peace and of war. In connection with the study of the general principles of International Law, special attention will be paid to the study of the history of American diplomacy.

CONSTITUTIONAL LAW

This course involves the special study of the constitutional law of the United States as a federal system of government, comprising the organic law of the central government and that of the several states; the distribution of political powers between the federal and the state governments; and the interpretation of constitutional powers and rights, as illustrated by cases selected from the reports of the United States Supreme Court.

POLITICAL ECONOMY.

This department is intended to give to every student a general knowledge of the principles of economic science, and also to afford an opportunity to pursue with considerable thoroughness the study of some of its special branches. It is the aim to combine the historical and philosophical methods, and to make the student acquainted with the different points of view from which economic problems are at present considered, to point out to him the merits and defects of different schools, and to enable him to form an independent judgment upon the relative soundness of various economic theories and policies.

GERMAN.

The course in German is designed to meet the wants of two classes of students: those who desire simply such a practical knowledge of the German language as will enable them to read with reasonable ease scientific and technical works, and those who seek in the study of the German that linguistic and literary culture which others find in the study of the ancient classics. To secure these ends, the grammatical forms and the idioms of the languages are carefully studied; as large a number as possible of the masterpieces are read and discussed, and frequent opportunities

for writing and speaking German are afforded. The following course is offered:

I. GRAMMAR, COMPOSITION, READING.—Stern's *Studien und Plaudereien*, First Series, Hauff's *Die Karavane*, Immermann's *Der Oberhof*.

II. READING.—Lessing's *Minna von Barnhelm*; Schiller's *Wilhelm Tell*. Composition.

III. MODERN AUTHORS.—Heine's *Harzreise*; Becker's *Friedrich der Grosse*; Goethe's *Egmont*; Hosmer's *History of German Literature*.

IV. MASTERPIECE COURSE.—Goethe's *Iphigenia*; Lessing's *Nathan der Weise*; Lyrics; *History of German Literature*. Reference Works: Scherer's *History of German Literature*; Taylor's *Studies in German Literature*; Hedge's *Hours with German Classics*; Boyesen's *Goethe and Schiller*; Sime's *Life of Lessing*; Palleske's *Life of Schiller*.

ACADEMIC DEPARTMENT.

It is the aim of this department to prepare the student to enter the Classical or Scientific Courses of any College or School. The courses outlined in this department are the result of long experience and careful consideration of the studies best fitted to prepare the student for a College course.

Two courses—the Scientific and Classical—are offered.

Students not prepared to enter the College Course are advised to complete one of the Academic Courses; and they will find it to their interest to begin with us as early as possible. The home schools in most instances cannot give them as good a preparation as they will get here.

Graduates will receive diplomas.

ACADEMIC DEPARTMENT.

TERM.	JUNIOR YEAR.	MIDDLE YEAR.	
		CLASSICAL.	SCIENTIFIC.
FALL.	Latin. American Literature. English Composition. Advanced Arithmetic. Bible, Elective.	Latin Readings. Algebra. Greek. Elocution. Bible, Elective.	Latin. Algebra. Book-keeping. Elocution. Bible, Elective.
WINTER.	Latin. English Literature. English Composition. Advanced Arithmetic. Bible, Elective.	Cæsar. Algebra. Greek. Elocution. Bible, Elective.	Latin. Algebra. Book-keeping. Elocution. Bible, Elective.
SPRING.	Latin Readings. Civics. Elementary Rhetoric. Physiology. Bible, Elective.	Cæsar. Greek Readings. Zoology. Physical Geography. Bible, Elective.	Latin. Elocution. Zoology. Physical Geography. Bible, Elective.

SENIOR YEAR.

TERM.	CLASSICAL.	SCIENTIFIC.
FALL.	Cicero. Geometry. Anabasis. General History. Bible, Elective.	Latin. Geometry. General History. Library Work in History.
WINTER.	Virgil. Geometry. Anabasis. General History. Bible, Elective.	Latin. Geometry. Botany, I. General History.
SPRING.	Virgil. Geometry. Greek Testament. Physics. Bible, Elective.	Latin. Geometry. Botany, II. Physics.

LATIN.

PROFESSOR WASHBURN.

Texts in Junior Year:

Easy Latin Method. Harkness.

New Gradatim.

Latin Grammar. Phonology and Morphology. Harkness's
Short Latin Grammar.

Texts in Middle Year:

Latin Stories, Fables, and Letters from "Second Year
Latin." Ginn and Co. Latin Grammar. Morphology and Etymology.

Cæsar's Gallic War.

Latin Grammar. Syntax.

Texts in Senior Year:

Cicero's Orations.

Morphology, Etymology, and Syntax reviewed. Harkness.

Virgil's Aeneid. Six Books completed.

Latin Prosody. Harkness.

This course preparatory to entering the Freshman Class, should qualify the student to translate Latin into good English. In Classic literature it will embrace about four books of "Cæsar's Gallic War," six orations of Cicero, and six books of the Aeneid. The student will be carefully drilled in punctuation—the Roman—and in the inflections, etymology and syntax of the language. He will be encouraged to trace English words to their Latin origin.

GREEK.

PROFESSOR WASHBURN.

The preparatory course in Greek fits the student for entering the Freshman Class of the Classical course. It also enables him to read the Greek Testament with facility and pleasure.

The ancient Greeks were the teachers of the world in philosophy, literature and the fine arts.

Their language is perhaps the most nearly perfect of human tongues.

It is the vehicle of God's last and best revelation to man, the New Testament.

It is the source from which nearly all our modern scientific terms are derived.

Its successful study involves the exercise and discipline of the observing powers, the memory, and the judgment. It also cultivates and refines the taste.

These considerations make it a practical and very useful study.

Texts used in Middle Year:

First Greek Book. White.

Select Readings from Greek Testament.

Phonology, Morphology, and Syntax studied carefully throughout the year.

Texts in Senior Year:

Zenophon's Anabasis.

Greek Grammar. Hadley Allen.

Greek Testament.

MATHEMATICS.

PROFESSOR MARTIN.

I. ARITHMETIC (a)—The text here used will be White's New Edition, and an effort will be made to make the work very thorough and accurate. The pupil will be required to give the reason for each step and to become so far as possible master of each principle. The Metric system of weights and measures will be taught and used. Numerous explanatory and illustrative exercises will be given bearing on those subjects not thoroughly or readily understood. Each subject will be so logically presented that all students who can be induced to think will recognize the truth of each proposition. Rules and formulae will be ignored except as the student is taught how to make them.

ARITHMETIC (b)—In this course Wells's Academic Arithmetic will be used as a text, and although a considerable knowledge of the text will be presupposed, yet a very careful review of the entire subject will be given, together with numerous outside problems of more or less difficulty. A few topics not treated in the text will be given while principles and rules will be viewed as logical conclusions from a demonstration or process.

II. ALGEBRA.—Wells's Essential of Algebra will be used as text in this course, and the topics will be taught as far as the

Theory of Quadratic Equations. Care will be taken that each student understands the fundamental principles and processes with that thoroughness which their importance demands. An effort will be made to have this work done in such a way that the same ground will not need to be gone over in the advanced work.

. III. GEOMETRY.— The text used in Geometry will be Wells's Essentials of Plane and Solid Geometry, and all the work called for in the text will be done as well as some advanced topics, and a few more difficult exercises under each book. Special attention will be given to the methods of expression, and the development of the power to reason logically will be kept constantly in mind. About twenty-two weeks will be given to Plane Geometry, and seventeen weeks to solid. The application of the principles of Geometry to the development of the rules of Arithmetical mensuration will be clearly brought out and illustrated.

SCIENCES.

PROFESSOR HUTCHINS.

PHYSICS.

The study of Physics in the Academic Department will be done in the Senior year. The work will consist of a general outline of the subject, and will be intended to prepare one for the continuation of the study in the college proper, rather than as a complete study in itself. The work will be illustrated by experiments made by the instructor. The properties of matter, mechanics, heat, sound, light, electricity, and magnetism will be briefly taken up in turn. Text—Thwing's.

BOTANY.

The work in Botany will be done by the students in the Scientific Course in the Senior year of the Academic Department. The work will be the same done by the Freshman class in the Classical Course, which see.

ZOOLOGY.

The work in this department will consist in the careful dissection of typical specimens of each of the classes of animals, by the student himself. After the student has dissected an animal a thorough review of the points in the structure of the animal peculiar to it will be made. The work will begin with the sim-

plest forms of animal life and will end with the study of the vertebrates. The gradual development from the lowest to the highest forms will be kept constantly before the student.

PHYSIOLOGY.

The work in Physiology will be made practical rather than technical. It will be the aim of this course to give the student an adequate knowledge of the structure and functions of the different organs of the human body. Especial stress will be laid upon Hygiene. Overton will be used as a text.

PHYSICAL GEOGRAPHY.

In this work Hinman will be used as a text. This study will aim to familiarize the student with the more important and fundamental scientific conceptions that will be presented to him in his study of the Sciences, and thus to give him a broad view of the field of Science. The earth as a planet, its outer layer, the atmosphere, the sea and land surfaces, and climate will be discussed and their influence upon the various forms of life pointed out.

GRAMMAR.

MRS. L. L. LEAVITT.

Much attention is given to the language of students in all recitations. They are frequently called upon to reproduce, without notes, lectures given by teachers. Practical and efficient training is given in punctuation and orthography.

In technical Grammar the instructions are based on reason, that authority being considered best which can give the best reasons. The student is regularly called upon to master the thought of strong and beautiful sentences. His mastery is tested by oral and shorthand analysis (the diagram.) He is thus led to recognize the various shades of thought which may frequently be obtained from the same sentence. The aim in this part of the course is to emphasize thought and its definite expression.

CLASS ELOCUTION.

MRS. L. L. LEAVITT.

FALL TERM.

Physical Culture and Gesture drill one hour each week.
Elocution—Cumnock's Selections four hours each week.
Voice Culture. Practice recitals, five per term.

WINTER TERM.

Physical Culture and Gesture drill one hour each week.

Elocution—Cumnock, two hours each week. Shakespeare, one hour each week.

Voice Culture. Resonance, Flexibility, Expressiveness and ear training. Practice Recitals. Debates.

SPRING TERM.

Physical Culture and Gesture drill. Rhythmic movements and attitudes one hour each week.

Elocution—Classic selections one hour each week. Shakespeare, two hours each week. Practical Recitals. Literary Analysis.

Voice Culture. Resonance. Training the ear to detect thought values and to recognize emotional values. Personal Criticism.

NORMAL DEPARTMENT.

Some who expect to make teaching a profession think themselves unable to complete either the Classical or Scientific course. For such we have provided the Normal course. A comparison of it with Normal courses elsewhere will show its strength. It is the equivalent of the Scientific course in some institutions. Teachers will find it eminently adapted to their wants. The success of the graduates from this department furnish the most satisfactory evidence of its worth. To students who think it impossible to complete one of the longer courses we heartily commend the Teachers' course.

Graduates must be the holders of first-grade certificates.

NORMAL COURSE.

TERM.	FIRST YEAR.	SECOND YEAR.
FALL.	Arithmetic. Grammar. Geography. United States History.	Algebra. Latin. English Composition. American Literature.
WINTER.	Arithmetic. Grammar. United States History. Orthography.	Algebra. Latin. English Composition. English Literature.
SPRING.	Arithmetic. Grammar. Physiology. Civics.	Latin. Zoology. Elementary Rhetoric. Physical Geography.

NORMAL COURSE.

TERM.	THIRD YEAR.	FOURTH YEAR.
FALL.	General History. Geometry. Latin. Book-keeping.	Chemistry, I. Geology. Psychology. Pedagogy.
WINTER.	General History. Geometry. Latin. Botany, I.	Chemistry, II. Geology. Psychology and Logic. Pedagogy.
SPRING.	Geometry. Latin. Botany, II. Physics.	Ethics. Political Economy. Astronomy. English Literature.

PEDAGOGICS.

The student is requested to bring with him all the text books he has on the subject for reference. Texts in this study have been discarded in the class-room. The work has been outlined by the teacher in advance and the student is expected to get his information from any and all sources. Three lines of study will be pursued: First—The teacher. Second—The taught. Third—The means of communication. Special emphasis will be laid upon the teacher. Let the teacher be well qualified, and he will not be a mere imitator; neither will he be at a loss to find suitable methods for the prosecution of his work. If he is but poorly prepared for his work, what little knowledge of methods he may have acquired will likely prove to him a snare. The observations of many will justify these remarks.

Ewing is justly proud of her students in the teaching profession. We doubt if any institution can point to as many in proportion to the numbers who are distinguishing themselves as instructors.

Our Library has real attractions for the progressive teacher. It contains the best works on Pedagogy; Comenius, Froebel, Compayre, Herbart, Sanford. Lukens, Tracy, De Garmo and others.

The studies of the spring term are arranged with special reference to the needs of those who desire to teach. The State course of study will be kept constantly in mind. A persistent effort will be made by the faculty to so aid the student that he can obtain a certificate because of his merits, and not because he has been crammed for the occasion.

DIVINITY DEPARTMENT.

The need of an educated ministry increases with the years. It will not be obtained by the majority of our ministry in institutions at a distance. And by far the greater part of those who seek an education at a distance never return to minister to those who sent them. It follows then that if our ministry obtain an education we must provide the means and put it within their reach. It is to meet this need that the following course of study has been arranged. We are well aware that the greater part of it does not pertain strictly to a Divinity Course. But the necessity is upon us to adjust ourselves to our surroundings; and our surroundings demand that the men whom God has called to the ministry among us have a general education supplemented by a knowledge of the scriptures and a few other studies germane to their work. We believe that the course we have mapped out is a practical one, and hope that it will stimulate some to obtain an education who otherwise would not do so, and others to more thorough work.

COURSE OF STUDY.

(The first two years of this course consist of a selection of studies from the preceding courses.)

TERM.	THIRD YEAR.	FOURTH YEAR.	FIFTH YEAR.
FALL.	Pentateuch and Historical Books of the Bible. Greek. Higher Algebra. Chemistry.	Life of Christ. Church History. Lectures on Pastoral Theology. General History—Meyers. Elocution.	English Literature. Psychology. Political Economy. English History.
WINTER.	Poetical and Prophetical Books. Higher Algebra. Greek. Chemistry—Rensen.	Life of Christ. Baptist Church History. Lectures on Pastoral Work. General History. Elocution.	English Literature. Pauline Epistles. Psychology and Logic. Christian Evidences. English History.
SPRING.	New Testament Greek. Rhetoric—Science of. New Testament Books. Physical Geography. Geology.	Elocution. Pedagogy. Life of Christ. Baptist Missions. The Greater Life and Work of Christ.	General Epistles. Astronomy. Systematic Theology. Moral Science.

SUPPLEMENTAL READING.

It is required that the students in this department familiarize themselves with the following works: "Choice of Books," Richardson; "The Grandeur of Nations," Sumner; "Essay on Milton," Macauley; "Emmerson's Essays;" "Macauley's Essays;" "History of Civilization," Guizot; "Reformed Pastor," Baxter; Broadus Homiletics; "In Christ," Gordon; "Men and Books," Phelps.

BIBLE STUDY.

The course here outlined may not be rigidly adhered to. The needs of the class will be consulted. The method pursued is the inductive. And when the preacher comes to know the Book the preparation of sermons becomes easy. He is no longer tempted to plagiarize, neither is he compelled to evolve sermons out of his own brain. The result is he has time for collateral reading, and becomes a Biblical preacher. After the student has mined the doctrines for himself it is comparatively easy for him to form his own systematic theology. He then reads the systematic theology of others intelligently, with pleasure and permanent profit.

HOMILETICS.

There is no formal study of Homiletics attempted. The class usually meet one of the professors every Thursday night. Analysis of sermons are put on the board by students designated for that purpose. After a statement by the author a free discussion follows. This exercise is practical and exceedingly helpful. If the work of a student is misjudged he has the opportunity to defend himself. If he is in error he is made clearly to see how it is. This exercise results in the development of the analytic powers and higher sermonic ideals.

MINISTERIAL AID.

For wise reasons the call to the Ministry comes almost exclusively to the poor. And because of poverty only a fraction of those who feel themselves called to the work are in attendance. To aid and encourage this work the management make no charge

for tuition of ministerial students who are heads of families, or who occupy rooms in Wakeman Hall and whose deportment is exemplary. They are, however, expected to pay the contingent, the lecture and library fees, \$1.75.

The income of the College is not sufficient to justify the management in so great liberality. Therefore the SOUTHERN ILLINOIS BAPTIST EDUCATION SOCIETY was organized to raise funds for this purpose and to still further aid students needing it.

Many of the ministerial students partially, and some entirely, support themselves by the pastoral care of neighboring churches. To entitle them, however, to assistance they must be licensed by their respective churches. And we request the churches to exercise extreme care in the issue of licenses.

THE WM McNEIL FUND.

For some years Mr. McNeil was a trustee of this institution, and at his request his widow has made over to the College property valued at \$600. The income is to be devoted to ministerial education.

DEPARTMENT OF LAW.

This is a new department in Ewing College. The need of it has been felt for some years, but the way has not been open heretofore to introduce it. A study of the map from an educational point of view will convert the most skeptical of the need of it. So far as we have been able to learn there is no Law school south of the B. & O. Ry. in the State, and none between us and Chicago in the eastern part of the State. We are happy to announce to the public that C. C. Payne, of Benton, Ill., a lawyer long and favorably known in these parts, and who has taught numerous classes voluntarily seeking his instruction, will take charge of this department. Lessons will be given daily. The tuition will be the same as that in most other departments, \$10 per term.

This affords the opportunity, which many are seeking, to prosecute their literary studies together with the professional.

COURSE OF STUDY.

The design of the school is to afford such a training in the fundamental principles of the Common Law as to fit the student for practice wherever those principles prevail. In the study of these general principles, any changes made in them by legislation of the method of their application to particular cases arising in the courts of Illinois, are noticed and explained. To furnish the basis for such instruction, the following course is pursued:

FIRST YEAR—FALL TERM.

Fishback's Manual.

Torts—Webb's Pollock.

Blackstone's Commentaries.

Domestic Relations—Schouler.

WINTER TERM.

Blackstone's Commentaries.
Walker's American Law.
Lawson on Contracts.
Gould on Pleading.

SPRING TERM

Blackstone's Commentaries.
Personal Property.
Benjamin's Principles with Tiedeman on Sales.
Bailments—Lawson.

SECOND YEAR—FALL TERM.

Kent's Commentaries.
Real Property—Tiedeman.
Torts—Cooley, with Cases.
Common Law Pleading—Stephen and Chitty.
Evidence.

WINTER TERM.

Kent's Commentaries.
Real Property—Tiedeman.
Equity Jurisprudence—Bispham.
Torts—Cooley, with Cases.
Illinois Practice.
Moot Court.

SPRING TERM.

Kent's Commentaries.
Bills and Notes—Tiedeman.
Real Property.
Equity Pleading and Practice—Story.

THIRD YEAR—FALL TERM.

Constitutional Law—Cooley with the Constitutions of
the United States and Illinois.
Corporations—Elliott.
Criminal Law and Procedure.
Review of Work in preceding two years.

WINTER TERM.

Wills and the Law of Administrations.
Principal and Agent.
Practice and Preparation of Records.
Legal Ethics.
Reviews.

SPRING TERM.

Law of Damages.

Partnership—Study of Cases—Wambaugh.

Practice.

Reviews.

In addition to the work to be studied and recited upon in the class, a course of supplementary reading will be required.

MOOT COURT.

During the course a Moot Court is conducted, where the student is required to begin and prosecute suits through all their stages as in actual practice. It is the constant effort to develop in the student habits of thinking in a judicial way. Time has come when the man who enters upon the practice of the law must lay his foundation deep in its rudiments. He must know the law as it is and possess a knowledge of its repositories. It is the purpose of this school to render such aid as schools can for the attainment of this end.

PRIVILEGES OF STUDENTS.

All law students have the benefit of the two excellent literary societies of Ewing College upon the same terms as other students. In this way they are brought in contact with young gentlemen of the best character and moved by the highest incentives. The faculty of debate and the habit of concise thought and good language, so essential to the highest attainments, are developed.

METHOD OF INSTRUCTION.

The method of instruction is by recitation from the text assigned, or by recitation upon subjects specifically assigned for investigation. This instruction is supplemented by lectures by the Dean or instructors upon the subjects studied and upon special topics by gentlemen of recognized ability selected on account of their peculiar fitness. A course of instruction is given upon the method of using decided cases in practice and the principles of criticism of cases cited as authority.

BOOKS.

Students furnish their own books. They should bring with them Hurd's or Starr & Curtiss' Statutes of Illinois, Peterbaugh's or Shinn's Common Law and Chancery Practice and a good Law Dictionary. It will be well for students also to bring with them any good text-book they may have for references. Arrangements have been made by which books can be bought at the very lowest prices.

BUSINESS DEPARTMENT.

F. W. CARSTENS AND J. C. WALLACE.

The studies in this course are Commercial Law, Commercial Arithmetic, Book-keeping, Phonography, and Typewriting. These, with such other studies as the student may choose from the Academic department, will give him a good practical education. We commend this course to those who cannot take a more extended education.

Book-keeping should be studied by everybody. The same may be said of

PHONOGRAPHY.

It saves time and labor, furnishes professional employment, and educates.

Prof. Geo. E. Seymour, of the St. Louis High School, says: "The pursuit of phronography in our schools cannot be too earnestly advised. It tends to cultivate habits of clearness in thought and brevity of expression. It tends to cultivate the habit of close and accurate observation, of clear and searching analysis. It tends to cultivate habits of distinct and correct enunciation, and to make students alert and thoughtful in all they undertake."

Those desiring what is known as a business education can obtain it here for a fraction of what it will cost them in the cities. This is a fact worthy of being remembered, and to which young people should not be made blind by specious promises of employment.

EWING COLLEGE SCHOOL OF MUSIC.

The Music Department of Ewing College has always ranked high. Under the supervision of Miss Alice Lichty and Miss M. Elizabeth Watkins its good name has spread far and wide.

PIANO FORTE.

MISS ALICE LICHTY, MISS DELL COVER.

The study of music is pursued according to the most advanced methods, and those desiring to take a thorough course will find the same opportunities here at much lower rate of tuition than is charged in Conservatories affording similar advantages.

Diplomas are awarded pupils completing any of our musical courses.

The system of short daily lessons in use here possesses great advantages over that pursued in most schools. It brings the practice of the pupils under the constant supervision of the teacher, correcting errors before they become fixed, and arousing more enthusiasm in the work.

The Mason system of touch and technique secures accuracy and velocity, as well as a touch both delicate and strong, in a much shorter time and more agreeably to the student, than by the old routine of day "finger exercises." Technique, though important, is only a means to an end, i. e., to interpret the work of the best modern and classical composers. Hence, an effort is made to awaken a love for this beautiful and ennobling art, music.

Special attention will be given to memorizing, sight-reading and the practice of sacred music, branches of music study too often neglected.

Frequent recitals, public and private, give that ease and composure in playing before others which is so desirable.

COURSES OF STUDY.

GRADE I.

Exercises for ear training.
Exercises to play without notes.
Dictation exercises (written) in notation and rhythm.
Mason—Four-finger Exercises.
Gurlit. Op. 100.
Matthews—Standard Studies, Book I.
Enchausen—Duets, Book I.

GRADE II.

TECHNICAL.

Mason—Touch and Technic (selected.)
Wilson G. Smith—Scale Studies, Books I and II.

STYLE AND CULTIVATION OF TASTE.

Matthews—Introduction to Phrasing.
Matthews—Standard Studies, Grade II.
Presser—School of Four-hand Playing.
Sonatinas by Clementi, Reinecke, Kuhlau.

GRADE III.

TECHNICAL.

Mason—Touch and Technic (with metronome,) selections four, Books I, II, III and IV.
Rogers—Trill Studies.
Wilson G. Smith—Eight Measure Studies, Book I.

STYLE AND CULTIVATION OF TASTE.

Matthews—Standard Studies, Grade III.
Matthews—Studies in Phrasing, Book I.
Special work for sight-reading.
Solos and Duets by standard authors.

GRADE IV.

TECHNICAL.

Mason—Touch and Technic, Books I, II, III and IV.
Rogers—Trill Studies.
Wilson G. Smith—Eight Measure Studies, Book II.
Czerny—Op. 299.

STYLE.

Heller—Op. 16. Book I.

Mendelssohn—Songs Without Words (Selections.)

Solos and Duets by standard and classical authors.

GRADE V.

TECHNICAL.

Mason—Touch and Technic, Books I, II, III and IV.

Presser—Selected Octave Studies.

Matthews—Standard Studies, Grade V.

Bach—Two and Three Voiced Inventions.

STYLE.

Matthews—Studies in Phrasing, Book II.

Solos by standard and classical authors.

GRADE VI.

TECHNICAL.

Mason—Touch and Technic, Books I, II, III and IV.

Cramer—Fifty Select Studies.

Kulak—Octaves, Book II.

STYLE.

Solos by Chopin, Schubert, Schuman, Beethoven, Weber, Grieg and others.

Requirements for graduation in the Piano Course include the work of the above six grades, together with Harmony, History of Music, and the following literary work:

Common English branches.

History.

Rhetoric and Composition.

Literature.

Physiology.

POST-GRADUATE COURSE.

This course includes work for Technical advancement and a much greater familiarity with the larger works of the Masters than the Graduate Course. Special study will be given to Musical Form, Analysis and the principles of Interpretation. Besides the required Literary work, pupils will be expected to study German one year.

VOICE CULTURE.

Vocal music is a most useful as well as a pleasing accomplishment. In the home, in the church and in social circles good singers are everywhere in demand.

The facilities afforded here for the study of voice culture are exceptionally fine. A rare voice may be ruined easily by a poor method or inexperienced teacher.

Miss Lichty has been particularly successful in teaching this branch of music and her pupils are highly and deservedly complimented upon their rapid improvement and artistic rendering of simple ballads, sacred music and the more difficult selections from Opera and Oratorio.

COURSE OF STUDY.

It is difficult to outline a course in vocal culture, as each voice requires special treatment.

Particular attention is paid to breathing, as a foundation of all healthful and natural singing.

Exercises for placing the voice, with standard English songs, occupy the first year.

The aim is to develop flexibility, improve the quality, and strengthen the voice.

Studies will be selected from Vaccai, Marchesi, Bonaldi, Panofka and others.

During the entire course, songs by best modern composers are given and advanced pupils study selections from the best operas and oratorios.

REQUIREMENTS FOR GRADUATION.

The work outlined above.

Piano Music—Grades I and II of Piano Course.

Harmony and History of Music.

Required Literary work.

CHORUS CLASS.

Singing is steadily and deservedly gaining a larger place in our public schools.

If, at the opening of the Spring Term, a sufficient number to warrant it desire a knowledge of the rudiments of song, Miss Lichty will organize a class in vocal music. The course indicated by the State will be borne in mind by the conductor. The price for twenty-four lessons will be only two dollars.

SCHOOL FOR THE VIOLIN.

The violin is one of those delicate instruments which, to learn properly, requires a great deal of patience, and the student should bear in mind that this virtue should not be exercised by the professor alone, but the pupil himself should possess the greater part of it.

The untiring efforts on the part of the teacher to correct the faults of the pupil should be received with appreciation, as such corrections indicate the true interest taken in the pupil. If the student carries out his part properly his progress will be rapid and the desired result will be attained in a very reasonable length of time.

COURSE OF STUDY.

Finger and bow exercises, etc.

Dacla's and Henning's Violin Schools.

Scales and technical work.

Pliyel's Duets.

Easy solos with piano accompaniment.

Selections by De Biriote, etc.

Maza's Etudes.

Selections from Operas, Oratorios, etc.

Concertos and Fantasies by Spohr, Mendelssohn, Ernst and Beethoven.

Orchestral work.

The instruction in all Departments on Mandolin, Guitar and Banjo is given with equal care, and especial attention is given to ensemble playing.

All students in these Departments are expected to become members of the College Mandolin Club whenever a sufficient degree of proficiency is acquired.

SCHOOL FOR HARMONY AND COMPOSITION.

The importance of this branch of study does not need to be enlarged upon. It is to music what Grammar is to language, and should go hand in hand with the practical acquirement of the other departments.

Amateurs are not expected to pursue this study in higher branches, but all who wish to know what they are doing, practically, in music, should attend the Harmony and Counterpoint classes.

ART.

Lessons in drawing will be given in charcoal and crayon.

Sketching class will be formed if desired.

Painting lessons given in oil, water color or pastel.

The instructor having had much experience in portraits, will be ready to receive orders for the same in crayon or pastel.

Terms for lessons in drawing or painting as follows: 30 one-hour lessons for \$5.00; 10 three-hour lessons for \$5.00.

ACCOMMODATIONS.

Newcomers are surprised at the good quality of our accommodations and the reasonableness of our terms.

HUDELSON COTTAGE, NO. 2.

This home for young ladies would pass for one of the best residences in Southern Illinois. It is heated with steam and the rooms are elegantly furnished. The building is supplied with hot and cold water and other modern conveniences. This home for young ladies is in charge of Mr. and Mrs. B. M. Godwin. Their superintendence is a guaranty to the thoughtful parent who is contemplating sending his daughter away from home, that his child will receive suitable attention. No place is more private. The price of rooms is 75 cents or \$1.00 per week, according to location. Students are expected to have room-mates.

HUDELSON COTTAGE, NO 1.

This is a home-like building occupied by the matron and comfortably furnished. The price of rooms furnished in this building is only fifty cents per week.

Young ladies desirous of occupying either cottage should bring with them bed linen, pillow, quilts, towels, napkins and, if they choose, knife and fork.

WAKEMAN HALL.

This building is capable of accommodating a limited number of young men. The rooms are fairly furnished. Fuel is supplied at cost. Young men desiring rooms should apply in advance and bring with them the same supplies as the young ladies at the cottages. This building during the coming year will be in charge of one of the teachers. Some of the advantages of room-

ing on college grounds are a more intimate acquaintance with the faculty and greater social privileges.

Price of rooms to a single occupant, 35 cents per week. When two occupy the same room the price is only 25 cents per week.

BOARD AT COST.

It is not only a great convenience to have rooms on the college grounds, but a saving. At few other places can the student get the full value of the money he pays for his board. By this arrangement a student can complete a college course at a small figure.

A part of the faculty board at the college dining hall. They prefer it to boarding in families. The average cost has been \$1.50 per week.

SELF-BOARDING.

There are always some who prefer self-boarding, as this enables them to economize still farther. Such can obtain rooms at a reasonable figure.

BOARD IN FAMILIES.

This can be obtained with room for \$2.50 per week.

TEXT BOOKS.

Students are advised to bring with them such books as they have. Others that they need can be obtained from the college at a slight advance upon the cost.

ADVANTAGES.

LOCATION.

Ewing College is located at Ewing, Franklin County, the geographical center of Southern Illinois. The Chicago & Eastern Illinois R. R. runs within a short distance, giving us nearly all the advantages of a railroad town without its disadvantages.

The fact that Ewing is a small village is sometimes used as an argument against the institution. There are those who have reflected more and see farther. These cannot understand why, when character is the chief aim of education, that the young, in one of the most critical periods of life, should be sent to a large place where there are the greatest possible number of temptations; nor why, when their future success depends largely upon the development of the powers of concentration, they should be sent where there are the greatest possible number of distractions. Wisdom dictates that students should not go to the great cities until character is formed and they are ready for university training. Here they are not surrounded with the distractions, temptations and vices which are incident to larger towns, and which cause the thoughtful parent to hesitate long before sending his child from the parental roof.

INEXPENSIVENESS.

We have arrangements here which may enable many a young man or woman to attend college, who otherwise would not be able to do so. Students rooming in college buildings obtain their board at cost. This arrangement has given great satisfaction. The young men are greatly pleased* with their rooms in Wakeman Hall. These accommodations are unsurpassed anywhere. One hundred dollars will nearly pay the necessary expenses of a young man for a year. By self-boarding, students have met all the expenses of a term for \$25.00.

ENVIRONMENT.

We have already referred to the fact that students here are not in contact with the evil or distracting influences of a larger place. On the contrary they are mainly in an atmosphere of school life only. Ewing is probably more nearly a college settlement than any other place in Illinois. The younger students have a great advantage in coming into close personal contact with the more advanced pupils and with the faculty. Our pupils largely come from Christian country homes. The reflex influence, morally and intellectually, which they exert upon one another is, as a rule, safe and helpful. Parents should remember that these early friendships and influences are among the greatest benefits conferred by any school.

THE CHARACTER OF THE EDUCATION AFFORDED.

The wisdom of simply disciplining the mind of the unregenerate is questionable. It may be the putting of an edge on tools to be used for an evil purpose. While education at Ewing may not be ideal, all the faculty endeavor to remember that the intellect is only a small part of man, and that the entire man is to be educated. This of course can only be done in a Christian institution. And while all may not be achieved which we desire, yet we believe this is a school not only for mental discipline, but also for character building.

READING ROOM.

The reading room is supplied with magazines and periodicals, local and general, religious and secular. This enables the enterprising student to keep in touch with the outside world and the times.

PRIZES.

We have five of them. They are rewards for literary merit.

* THE MORRIS MEDAL.

Dr. C. C. Morris, M. A., superintendent of the Baptist Hospital, St. Louis, Mo., offers a gold medal for the best oration of the graduating class. The judges are to pass upon the thought, its expression, and the delivery of the speaker.

THE MYERS ORATORICAL PRIZE.

Dr. Johnston Myers, of Chicago, offers \$25 in books to that student in the Preparatory department giving the best declamation.

THE MARIA ELIZABETH BRYAN PRIZE

For the best essay on the Science of Government, consists of silver dollars, the interest of a fund given by William Jennings Bryan in memory of his mother, the first lady principal of Ewing College.

THE MOOR CLASSICAL PRIZE.

Rev. George C. Moor offers \$15 in books to the Junior in the B. A. course who shall write the best essay in Latin on some

theme relating to Greek or Roman civilization, Literature, Art, or Music. The essay must merit at least a grade of 60.

E. FAXTON OSBORN PRIZES.

The Osborn prizes are for the best two declamations by members of the Freshman class. The first prize is \$10, the second is \$5.

MUSEUM.

Through the liberality of Mrs. S. A. Wakeman, we have thousands of Geological specimens from all parts of the world. Through the kindness of Mrs. L. C. Axtell we have a goodly number of specimens in the Zoological department. These are invaluable to the students of these branches. Prof. Hutchins will devote considerable time to the Museum this summer, and much improvement is expected.

LIBRARY

The number of volumes in the Library has been greatly increased by the addition of the Everett library containing many helpful works, the gift of Mrs. W. P. Everett, Elgin, Illinois. Valuable donations have been received from other sources. Among recent gifts are the best histories of the United States and the standard works on Pedagogy.

Through the kindness of Hon. J. R. Campbell, M. C., arrangements have been made recently by which the college receives directly from Washington all donations bestowed upon any library. Some of the government works are very valuable, and furnish those who desire to do special work, golden opportunities. Those individuals who leave out this advantage in their reckoning do not know what they are losing.

THE LITERARY SOCIETIES.

No description of the advantages of Ewing College would be complete without mention of the Societies. There are two of them, the Pythagorean and Logossian. A generous rivalry

prompts each to do its best. They call for much literary work. In them the student learns to face an audience, to think on his feet, to express what he knows, to reply effectively to an opponent.

Former students are loud in their praise, the faculty acknowledges them to be leading educational factors, and educators generally freely admit that the societies of the great Universities are not comparable in helpfulness to the literary societies of the smaller colleges. Our literary societies have commodious and well furnished halls, are in full sympathy with the college and in our opinion are doing their full share in the training of future leaders in church and nation.

ONE YEAR SAVED.

Medical schools now have a four-years course. The cost to the student is from \$300 to \$500 per year. The Barnes, the Beaumont, and the College of Physicians and Surgeons, all of St. Louis, will give the students of Ewing completing the Scientific or Classical courses credit for one year, thus saving our graduates nearly enough to pay the expense of a college course. College education is of so much importance to the physician that no student intending to practice medicine can afford not to improve this offer.

LECTURES.

The list of lectures for the coming year is by no means complete. We hope for a very interesting series. At least two lectures per term may be expected.

MANAGEMENT.

Self-government is the great problem which the Creator has placed before the nations and every individual of the race. It is the constant aim of the trustees and faculty to help the student to a solution of this problem. They are expected to comply promptly and cheerfully with all requests of the authorities. A

failure to do this will be considered sufficient grounds for suspension or expulsion. Students leaving college before the end of a term should obtain from the president a certificate of honorable discharge. If they fail to do so reinstatement is optional with the faculty.

DEGREES.

The degree of Bachelor of Arts is conferred on those who complete, in a satisfactory manner, the Classical Course.

The degree of Bachelor of Science is conferred on those who satisfactorily complete the Scientific Course.

A very practical course is being prepared for those who by non-resident study desire to obtain the degree of Ph. D.

Suitable diplomas are given to those students who satisfactorily complete either the Music Course or the Teachers' course. Graduates in the Teachers' Course must be the possessors of first-grade certificates.

Certificates of proficiency in certain studies may be given to such students as merit them.

All receiving degrees are expected to pay \$5.00 each for their diplomas; those in Teachers' and Musical Courses are required to pay \$3.00.

No degree, diploma or certificate, however, will be given to any student who is under censure of the College authorities, whose moral character is not good, whose average report in studies is under 75, or whose minimum report in any study is under 60.

CONDITIONS OF ADMISSION

Students applying for admission will be examined by the Faculty and graded according to their best judgment. The grades and diplomas of accredited schools will be accepted. Those personally unknown to the Faculty should bring testimonials of good moral character.

EXPENSES.

Normal Department, per term (first year).....	\$ 8 00
Academic Department, per term	10 00
Collegiate Department, per term.....	10 00
Music and Academic Studies, per term.....	15 00
Music and Collegiate Studies, per term.....	16 00
Music, per term	10 00
Voice Culture, per term.....	10 00
Harmony.....	5 00
Use of Organ or Piano for musical practice one hour each day, per term.....	2 00
Two hours each day, per term.....	3 50
Law, per term.....	10 00
Phonography.....	10 00
Phonography and Typewriting.....	12 00
Contingent fee payable by each student, per term	1 00
Lecture fee.....	50
Library fee.....	25
Rooms in Wakeman Hall, per week	35
Rooms in Hudelson Cottages, fuel and light furnished, per week.....	50 cents to 1 00
Board in College dining hall at cost. Average for last year, per week.....	1 50
Board in families, including room, fuel, lights and wash- ing, per week.....	\$2.25 to 2 75
Self-boarding, per week.....	\$1.00 to 1 50

PRIVATE LESSONS IN ELOCUTION.

Single private lessons, one hour.....	50
Two in class, each.....	35
Four in class, each	25

All instruction outside of class to be paid for at private les-
son rates.

LABORATORY FEES.

A fee of \$2.50 for use of chemicals, per term. Each student in chemistry will pay a contingent fee at the beginning of each term, from which will be deducted the cost of the apparatus broken during the term. The remainder of the fee will be returned at the close of term. Fees will be charged to cover cost of materials used in the work in Biology and Zoology.

ESTIMATED COST.

FOR A YOUNG MAN FOR ONE TERM.

Board	\$19 50
Room rent.....	3 25
Tuition.....	10 00
Contingent, library and lecture fees.....	1 75
Washing.....	3 00
Fuel and lights.....	3 00
Books.....	3 00
Total.....	43 50

Tuition in all departments, contingent fees and fees for use of musical instruments, are all payable in advance. If not paid in six weeks an extra charge of \$1.00 will be made. Money is never refunded on account of non-attendance unless occasioned by sickness of the student.

TO PARENTS.

If you wish information or to make suggestions, write and write freely. Your requests will be complied with so far as is possible. If you can possibly avoid it, do not send for your children before the close of the term. It is disorganizing in its effects upon the school, and entails serious loss upon the pupils.

Continue your children in school so long as you can, providing they are making a wise use of their time. A good education is worth vastly more to them than the inheritance of wealth.

TO PROSPECTIVE STUDENTS

Do not remain at home because of a limited preparation. Come, and we will adapt ourselves to your need.

Many would do well to come earlier than they do. Undoubtedly, in many instances, they can do still more work in the home school, and we will give them credit for what they do. But under the experienced teachers here they will do much more and better work here than at home.

Students are expected not to absent themselves from school without permission of the faculty.

Students expecting rooms in Wakeman Hall, or in the Ladies' Cottages, should bring with them bed linen, towels and napkins, pillow and one or more quilts; also knife and fork if convenient. We also suggest the wisdom of securing rooms before arrival.

Students coming by rail should buy tickets to Whittington. See time table.

In order to keep a pure moral atmosphere among our students, we deem it necessary to require all applicants to present evidence of good character. Those not acquainted with some member of the Faculty, or Board of Trustees, may give reference or furnish recommendations.

Students can enter any time.

C. & E. I. TIME CARD.

Trains pass their station at Whittington as follows:

NORTH BOUND.

*No. 114—Texas Special.....3:32 a. m.
 †No. 104—Southern Illinois Express..8:00 p. m.
 †No. 178—Local11:35 a. m.

SOUTH BOUND.

‡No. 10711:22 p. m.
 †No. 103—Southern Illinois Express. 9:52 a. m.
 †No. 177—Local10:20 a. m.

*Daily. †Daily except Sunday.

‡No. 107 stops for passengers from Chicago and those holding tickets from points on connecting lines. Passengers coming on this train should write or wire A. Trout, Ewing, Ill.

NAMES OF STUDENTS.

COLLEGIATE DEPARTMENT.

SENIOR CLASS.

Robinson, Sam THartford, Illinois

JUNIOR CLASS.

Upchurch, Oscar Conrad.....Ewing, Illinois

Webb, Floyd Edmund.....Webbs Hill, Illinois

SOPHOMORE CLASS.

Godwin, Brunce Marcus.....Ewing, Illinois

Iliff, John GilroyElizabethtown, Illinois

Smoot, Harvey AlonzoTunnel Hill, Illinois

FRESHMAN CLASS.

Choisser, Daniel Parish.....Eldorado, Illinois

Downen, Francis Clyde.....Akin, Illinois

Echols, SilasMoulton, Iowa

Ferrell, Hosea ViceCarterville, Illinois

Ferrell, Kate Hampton.....Carterville, Illinois

Kelley, Fred CarterEwing, Illinois

Kelly, John Fred.....Salem, Illinois

Mason, WinnifredaChesterville, Illinois

Rawls, Joseph Edgar.....Dahlgren, Illinois

Seargeant, Edna EarlEwing, Illinois

Tennyson, Fleeta MyrtleEwing, Illinois

ACADEMIC DEPARTMENT.

SENIOR CLASS.

Bigley, TruePoco, Illinois

Clark, Walter.....Ewing, Illinois

Fleeman, Jessie.....Ewing, Illinois

Hill, James JonesEwing, Illinois

Jeffries, Ray Allen.....Waltonville, Illinois

Lovan, Ernest OwenEwing, Illinois

Merideth, Ione Lovesta.....Central City, Illinois

Moore, Louis Clarence	Pierson, Illinois
Provart, Ora Ann	Du Quoin, Illinois
Richeson, George Richard	Ewing, Illinois
Rendleman, Norman Chester	Makanda, Illinois
Sergeant, James Evertt	Ewing, Illinois

MIDDLE CLASS.

Abney, Albert	Hartford, Illinois
Berry, Benjamin Franklin	New Burnside, Illinois
Bryan, Joseph Lyman	Xenia, Illinois
Bowling, Anna Mary	Equality, Illinois
Carr, Eva Jane	Ewing, Illinois
Carstens, Fred Wesley	Marion, Illinois
Chandler, Bernard Milton	Bourbon, Illinois
Duncan, Charles Sumner	Johnston City, Illinois
Duncan, Ida Lucille	Johnston City, Illinois
Hay, Charles	Mt. Vernon, Illinois
King, Herbert Hiram	Ewing, Illinois
Mansell, William Loric	Flint, Illinois
Mason, George Ferdinand	Bourbon, Illinois
Mason, Idella Maurine	Chesterville, Illinois
McNeal, Oscar Henderson	McLeansboro, Illinois
Midkiff, Earle Jesse	Stonington, Illinois
Nyberg, Robert Burdette	Harrisburg, Illinois
Pearce, Jesse Carroll	Ewing, Illinois
Syfert, Walter	Ramsey, Illinois
Thomas, Newton George	Chicago, Illinois
Vise, Hosea	Macedonia, Illinois
Watters, John Walter	Elizabethtown, Illinois
Webb, Elijah	Ewing, Illinois
Webb, Byford Hodgens	Ewing, Illinois
Webb, Frank C.	Ewing, Illinois
Wallace, Rush	Jonesboro, Illinois
Wallace, Harvey Haratio	Jonesboro, Illinois
Wise, John Elmer	Eldorado, Illinois
Young, Mary	Benton, Illinois

JUNIOR CLASS.

Allen, Arthur Woodson	Du Quoin, Illinois
Atwell, Emma Pearl	Ficklin, Illinois

Atwood, Ralph Waldo Emerson	Rileyville, Illinois
Bigley, Vida Ethel	Poco, Illinois
Bryan, Inez Carlton	Xenia, Illinois
Burnett, Mary	Flint, Illinois
Chambers, Ada Lee	Pierson, Illinois
Cox, Cora Blanche	Hutsonville, Illinois
Ellis, James	Walpole, Illinois
Etter, Harmon	Pana, Illinois
Farlow, Walter Shearman	Spring Garden, Illinois
Fisher, Walter Everett	Macedona, Illinois
Hall, Cloyd Crouch	Walpole, Illinois
Hill, Alice	Browning, Montana
Hinderer, Henry Adam	Iuka, Illinois
Holland, William Reason	Johnston City, Illinois
Iliff, Effie	Elizabethtown, Illinois
Kirk, Victor	Gresham, Illinois
Judd, Anna	Belle Rive, Illinois
Knight, Robert Edgar	Marion, Illinois
Harris, John Marshall	West Frankfort, Illinois
Latham, Marion	McLeansboro, Illinois
Lewis, Harley	Crittendon, Illinois
LaMaster, George Bruce	Herrin, Illinois
Martin, Mary Ann	Elizabethtown, Illinois
Miller, Ernest Francis	Makanda, Illinois
Myers, Lewis Jasper	Beaver Creek, Illinois
Neal, Ruby Anna	Ewing, Illinois
O'Neal, Orville	McLeansboro, Illinois
Payne, Emanuel	Litchfield, Illinois
Rabourn, Marion Merwin	Raleigh, Illinois
Robinson, Chas.	Hartford, Illinois
Steinsultz, George Thomas	Raleigh, Illinois
Sergeant, Lizzie	Ewing, Illinois
Stotlar, Bertie	Herrin, Illinois
Syfert, George William	Ramsey, Illinois
Vantrease, Charles Eason	Long Branch, Illinois
Walker, Bessie	Herrin, Illinois
Wallace, Joseph Edwin	Charleston, Illinois
Wills, James Walter	Spring Garden, Illinois
Young, Nancy	Benton, Illinois
Total, 99.	

NORMAL DEPARTMENT.

Allen, James Walter	Ewing, Illinois
Barnett, Wilfred Lee.....	Flint, Illinois
Britton, Munroe Carrall.....	Ewing, Illinois
Bullock, Commodore Clifton	Christopher, Illinois
Bullock, Hosea Robert	Christopher, Illinois
Casey, Lura	Ewing, Illinois
Campbell, John Harvey	Diswood, Illinois
Clark, George Walter.....	Dix, Illinois
Clayton. Leonard Lambert.....	Johnston City, Illinois
Cox, Thomas William	Mead, Illinois
Davis, Andrew Jackson.....	Green Grove, Kentucky
Devault, Louis T.....	Pulaski, Illinois
Dougherty, Ida Myrtle.....	Ellis Grove, Illinois
Dye, William Lawrence.....	La Place, Illinois
Hall, James Beamen.....	Ellis Mound, Illinois
Harris, Dollie May	Mt. Frankfort, Illinois
Hill, Joseph Lewis	Centralia, Illinois
Hopper, William Oscar	Spring Garden, Illinois
Hughes, Bessie Allen.....	Ellis Grove, Illinois
Iloff, Clyde	Elizabethtown, Illinois
Kess, John Ernest.....	Marissa, Illinois
Kelley, Sadie Guthrie.....	Ewing, Illinois
Laughlin, Eugene Achilles.....	Johnstown, Illinois
Leonberger, John Fowler.....	Dahlgren, Illinois
Lewis, Mytle Lee.....	Crittendon, Illinois
Long, Mary Laura	Akin, Illinois
Lovan, Elmer.....	Ewing, Illinois
Matthews, Hulda Grace	Centralia, Illinois
Maxwell, Oliver Granville	Oakdale, Illinois
McNeely, Roy	Kell, Illinois
Moore, Ottis Curtis.....	Ridgway, Illinois
Mount, Orville Bert	Kell, Illinois
Naugle, Vernon C.....	Galatia, Illinois
Osborn, Boardman Judson	Ewing, Illinois
Page, Waller Eugene.....	Ewing, Illinois
Phillips, Effie	Ewing, Illinois
Phillips, Clark	Ewing, Illinois
Poindexter, Lotta Edith.....	Ewing, Illinois
Richeson, Mary.....	Ewing, Illinois
Server, Etta Beatrice	Elizabethtown, Illinois

Summers, William Jennings	Opdyke, Illinois
Tennyson, Earl Calvin	Ewing, Illinois
Tweedy, Claude Mable	Ewing, Illinois
Veach, Curtis Ellsworth	Crittendon, Illinois
Webb, Charles	Ewing, Illinois
Webb, Joseph Mannen	Webbs Hill, Illinois
Webb, Torna Harris	Ewing, Illinois
White, George Thomas	Dayton, Ohio
Williams, Robert	Bluford, Illinois
Wisely, Minnie Blanche	Vergennes, Illinois
Total, 50.	

MINISTERIAL STUDENTS.

Allen, James Walter	Ewing, Illinois
Campbell, John Harvey	Diswood, Illinois
Carstens, Fred Wesley	Marion, Illinois
Etter, Harmon	Pana, Illinois
Godwin, Brunce Marcus	Ewing, Illinois
Hall, James Bramen	Ellis Mound, Illinois
Hill, Joseph Lewis	Centralia, Illinois
Kelley, Joel Rolley	Ewing, Illinois
Knight, Robert Edgar	Marion, Illinois
Moore, Louis Clarence	Pierson, Illinois
Payne, Emmanuel	Litchfield, Illinois
Sneed, Jesse E.	Ina, Illinois
Smoot, Harvey Alonzo	Tunnel Hill, Illinois
Syfert, George William	Ramsey, Illinois
Thomas, Newton George	Chicago, Illinois
Wallace, Harvey Horatio	Jonesboro, Illinois
White, George Thomas	Dayton, Ohio
Total, 17.	

BUSINESS DEPARTMENT.

Bauer, Henry Carl	Hagaman, Illinois
Bulliner, Bernice Wilman	Carterville, Illinois
Bullock, Hosea	Christopher, Illinois
Bullock, Commodore	Christopher, Illinois
Clark, Charles Voltaire	Ewing, Illinois
Clark, Emmet Henry	Ewing, Illinois
Clark, Walter	Ewing, Illinois
Duncan, Charles S.	Johnson City, Illinois

Davis, Andrew Jackson.....	Green Grove, Kentucky
Erwin, Charles Leon	Marion, Illinois
Holland, William Reason.....	Johnston City, Illinois
Kirkpatrick, Florence Beulah	Benton, Illinois
La Master, G. B.....	Herrin, Illinois
Lovan, O. L.....	Ewing, Illinois
Mason, Ferdinand.....	Arthur, Illinois
Mount, O. Bert	Kell, Illinois
McNeil, O. H.....	Herrin, Illinois
Miller, Minnie Ethel.....	Ewing, Illinois
Miller, Fred Duncan	Ewing, Illinois
Miller, Ernest.....	Makanda, Illinois
Parmly, James M.....	Cobden, Illinois
Purcell, Arthur Clarence.....	Equality, Illinois
Payne, Emanuel	Litchfield, Illinois
Snyder, Rose L.....	Bement, Illinois
Stotlar, Bertie.....	Herrin, Illinois
Summers, W. J.....	Opdyke, Illinois
Watters, John Walter.....	Elizabethtown, Illinois
Webb, Frank C.....	Ewing, Illinois
Woods, Orion Lacey.....	Cartersville, Illinois
Total, 29.	

PIANO.

Andrews, Maggie	Ramsey, Illinois
Bigley, True.....	Poco, Illinois
Bowling, Anna	Equality, Illinois
Bullinger, Bernice	Cartersville, Illinois
Bryan, Minnie	Xenia, Illinois
Carstens, Mary Olive.....	Marion, Illinois
Casey, Lura	Ewing, Illinois
Chenault, Ethel Jane.....	Benton, Illinois
Clayton, Gertrude May.....	Ewing, Illinois
Cohea, Rosetta Grace.....	Effingham, Illinois
Cover, Dell	Tunnell Hill, Illinois
Cox, Anna Belle.....	Mead, Illinois
Cover, Jessie Hutchison	Makanda, Illinois
Davault, Hattie Royal	Pulaski, Illinois
Davault, Jacob Franklin	Pulaski, Illinois
Duncan, Ida Lucille	Johnston City, Illinois
Dye, Bertha Myrtle.....	Bement, Illinois

Ferrell, Hosea Vise .....	.....	Carterville, Illinois
Ferrell, Kate Hampton .....	.....	Carterville, Illinois
Fisher, Walter Everett .....	.....	Macedonia, Illinois
Godwin, Jennie Mitchell .....	.....	Ewing, Illinois
Hall, Vinita .....	.....	McLeansboro, Illinois
Hughes, Bessie Allen .....	.....	Ellis Grove, Illinois
Iloff, Effie Lee .....	.....	Elizabethtown, Illinois
Kirk, Joyce .....	.....	Gresham, Illinois
Kirkpatrick, Florence Beulah .....	.....	Benton, Illinois
Kirkpatrick, Terzie Isabelle .....	.....	Benton, Illinois
Link, Willie .....	.....	Ewing, Illinois
Martin, Jannie .....	.....	Elizabethtown, Illinois
Martin, Mary Hester .....	.....	Elizabethtown, Illinois
McMillan, Jane Adeline .....	.....	Chicago, Illinois
Misenheimer, Ida .....	.....	Flora, Illinois
Osborn, Bertha Laura .....	.....	McLeansboro, Illinois
Osborn, Judson Pierre .....	.....	McLeansboro, Illinois
Osborn, Lurene Ruth .....	.....	McLeansboro, Illinois
Parker, Mae .....	.....	Parish, Illinois
Phillips, Clyde .....	.....	Ewing, Illinois
Phillips, Effie .....	.....	Ewing, Illinois
Poindexter, Lottie Edith .....	.....	Ewing, Illinois
Ray, Martha Gertrude .....	.....	Olga, Illinois
Rawls, Clara Anna .....	.....	Dahlgren, Illinois
Rendleman, Norman .....	.....	Makanda, Illinois
Sergeant, Lizzie .....	.....	Ewing, Illinois
Server, Etta Beatrice .....	.....	Elizabethtown, Illinois
Syfert, Jessie .....	.....	Ramsey, Illinois
Ward, Mary Etheline .....	.....	Benton, Illinois
Wamsley, John Harold .....	.....	Arthur, Illinois
Wamsley, Grace Webb .....	.....	Ewing, Illinois
Washburn, Bessie Maude .....	.....	Carterville, Illinois
Wisely, Minnie .....	.....	Vergennes, Illinois
Webb, Eva .....	.....	Ewing, Illinois
Wharry, Mary Caroline .....	.....	Thompsonville, Illinois
Whittington, Dora .....	.....	Ewing, Illinois

VOCAL.

Chambers, Jesse Orville .....	.....	Pierson, Illinois
Chenault, Ethel Jane .....	.....	Benton, Illinois

Cover, Jessie Hutchison	Makanda, Illinois
Davault, Jacob Franklin	Pulaski, Illinois
Echols, Henry Ottis	Moulton, Iowa
Hall, Vinita	McLeansboro, Illinois
Kirkpatrick, Terzie Isabelle	Benton, Illinois
Hutchins, E. B.	Ewing, Illinois
Osborn, Bertha Laura	McLeansboro, Illinois
Dye, Bertha Myrtle	La Place, Illinois
McMillan, Jean Adeline	Chicago, Illinois
Neal, Ruby Anna	Ewing, Illinois
Rawls, Clara Anna	Dahlgren, Illinois
Rawls, Joseph Edgar	Dahlgren, Illinois
Sergeant, Myrtle	Ewing, Illinois
Sergeant, Edna	Ewing, Illinois
Sergeant, Mary	Ewing, Illinois
Sergeant, Lizzie	Ewing, Illinois
Server, Etta Beatrice	Elizabethtown, Illinois
Snyder, Rose	Bement, Illinois
Syfert, Jessie	Ramsey, Illinois
Webb, Wilhelmina	Ewing, Illinois
Whittington, Dora	Ewing, Illinois

STRING INSTRUMENTS.

Clark, Walter	Ewing, Illinois
Dye, Bertha Myrtle	Bement, Illinois
Kirkpatrick, Terzie Isabelle	Benton, Illinois
Kirkpatrick, Florence Beulah	Benton, Illinois
Miller, Fred	Ewing, Illinois
Miller, Minnie	Ewing, Illinois
Miller, Ernest Francis	Makanda, Illinois
Neal, Ruby	Ewing, Illinois
Osborn, Judson Pierre	McLeansboro, Illinois
Nyberg, Robert Burdette	Harrisburg, Illinois
Summers, Arthur Eldois	Opdyke, Illinois
Wamsley, John Harold	Arthur, Illinois
Webb, Henry Liem ...	Ewing, Illinois
Wharry, Mary Caroline	Thompsonville, Illinois
Woods, Orrin Lacey	Carterville, Illinois
Total, 86.	

ART.

Bigley, Vida	Poco, Illinois
Bowling, Anna	Equality, Illinois
Chenault, Ethel Jane	Benton, Illinois
Cummins, Jennie	Harrisburg, Illinois
Devault, Hattie Royal	Pulaski, Illinois
Dunbar, Della	Ewing, Illinois
Ferrell, Kate	Cartersville, Illinois
Godwin, Jennie M	Ewing, Illinois
Kirkpatrick, Terzie	Benton, Illinois
Kirkpatrick, Beulah	Benton, Illinois
Knight, Robert E ..	Marion, Illinois
Ray, Gertrude	Olga, Illinois
Seargeant, Mary	Ewing, Illinois
Snyder, Rose	Bement, Illinois
Walker, Bessie	Herrin, Illinois
Watkins, Mary E	Ewing, Illinois
Total, 16.	

